



Course Level*	Undergraduate undergraduate-level
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Course Revisions
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p> <p>This Proposal is to change the Title of the ECON 360 course from "Economics of Health Services" to "Health Economics." It is also to change the catalog description. Prerequisites will remain the same — ECON 122, Principles of Microeconomics, is required as a prerequisite in order to prepare students in the methods of micro-economic analysis.</p> <p>Additionally, as no Syllabus of Record is on file for this course, I have attached a new one for consideration.</p> <p>catalog_desc_change course_title_change</p>	<p>Category B:</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised /deleted:*</p>	<p>A revision of ECON 360 is necessary for two reasons. First, as the course has not be taught in some time, there is no syllabus of record for the course and the course is not currently listed in the catalog. Second, revisions to the name, description, and learning objectives will help bring this course in line with current issues, texts, methods, and best practices for teaching the course.</p>
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(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>A revision of ECON 360 is necessary for two reasons. First, as the course has not been taught in some time, there is no syllabus of record for the course and the course is not currently listed in the catalog. Second, revisions to the name, description, and learning objectives will help bring this course in line with current issues, texts, methods, and best practices for teaching the course. Additionally, revision of ECON 360 allows for the course to be offered in Fall 2016 to meet a large student demand to study issues related to health economic and policy. Such demand may increase due to the proposed Undergraduate Public Health major, of which ECON 360 would be a core course requirement.</p>
(C) Implications of the change on the program, other programs and the Students:*	<p>Revision of ECON 360 allows for the course to be offered in Fall 2016 to meet a large student demand to study issues related to health economics and policy. Such demand may increase due to the proposed Undergraduate Public Health major, of which ECON 360 would be a core course requirement.</p>

Current Course Information*		Proposed Changes	
Category A			
(D) Curr ent Prefi x*	ECON	Propo sed Prefix	
(E) Curr ent Num ber*	360	Propo sed Number	
(F) Curr ent Cour se Title*	Economics of Health Services	Propo sed Course Title	Health Economics
(G) Prer equi site (s)	ECON 101 or 122 or instructor permission	Propo sed Prereq uisite (s)	ECON 122
(H) Curr ent Cata log Desc ripti on	Not currently listed in catalog. Previous entry as follows: Analysis of the allocation of resources in the health sector using demand and supply techniques. Pricing and output decisions by physicians, hospitals, and other health agencies will be considered along with other current policy issues.	Propo sed Catalo g Descri ption	Analyzes the market for healthcare: demand by individual consumers and supply by health womarket for heal98et

<p>(J) Current Course</p> <p>(S) Student Learning</p> <p>O Outcomes</p>	<p>n/a. No syllabus of record on file.</p>	<p>Proposed Course</p> <p>(Student Learning)</p> <p>Outcomes</p>	<p>At the end of the course, students will be able to:</p> <p>Objective 1: Describe, apply, and utilize economic modeling to predict the effects of health-related practices, policies, and events. Core health models include health investments in human capital, demand for health and healthcare, supply of healthcare services, and asymmetric information.</p> <p>Objective 2: Analyze and compare health economic research findings while learning analytical research methods.</p> <p>Objective 3: Employ economic communication skills by forming economic questions, identifying key health related outcomes, and communicating such economic research findings.</p> <p>Objective 4: Critique arguments for or against various health policies using health economic concepts and methods, including those related to managed care, insurance, and inequality in health outcomes.</p> <p>Objective 5: Explain the strengths and weaknesses of the use of economic research in policy and in communication with the public.</p>
<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning</p> <p>O bjectives for the</p> <p>H igher-Level Course</p>		<p>Dual Listed Courses Only:</p> <p>List Proposed Learning</p> <p>Objectives for the</p> <p>Higher-Level Course</p>	

(L) Brief Course Outline <i>(It is acceptable to copy from old syllabus)</i>	<i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>	Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i>	<i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>																									
	n/a. No syllabus of record on file.		<table border="1"> <thead> <tr> <th>Topic</th> <th>Class Hours (running total)</th> <th>Course Objective</th> </tr> </thead> <tbody> <tr> <td>Introduction to Health Economics & Review</td> <td>3 (3)</td> <td>1,2,3</td> </tr> <tr> <td>Demand for Health, Healthcare, and Insurance</td> <td>9 (12)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>The Nature of Health Insurance Markets</td> <td>6 (18)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>Midterm Exam</td> <td>1(19)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>Supply: Providers of Healthcare</td> <td>9 (28)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>Health Technology and Bio-Pharmaceuticals</td> <td>6 (34)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>Public Policy and Comparative Systems</td> <td>8 (42)</td> <td>1,2,3,4,5</td> </tr> <tr> <td>Final Exam</td> <td>Finals Week</td> <td>1,2,3,4,5</td> </tr> </tbody> </table>	Topic	Class Hours (running total)	Course Objective	Introduction to Health Economics & Review	3 (3)	1,2,3	Demand for Health, Healthcare, and Insurance	9 (12)	1,2,3,4,5	The Nature of Health Insurance Markets	6 (18)	1,2,3,4,5	Midterm Exam	1(19)	1,2,3,4,5	Supply: Providers of Healthcare	9 (28)	1,2,3,4,5	Health Technology and Bio-Pharmaceuticals	6 (34)	1,2,3,4,5	Public Policy and Comparative Systems	8 (42)	1,2,3,4,5	Final Exam
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Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i> <i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p><i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i></p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions